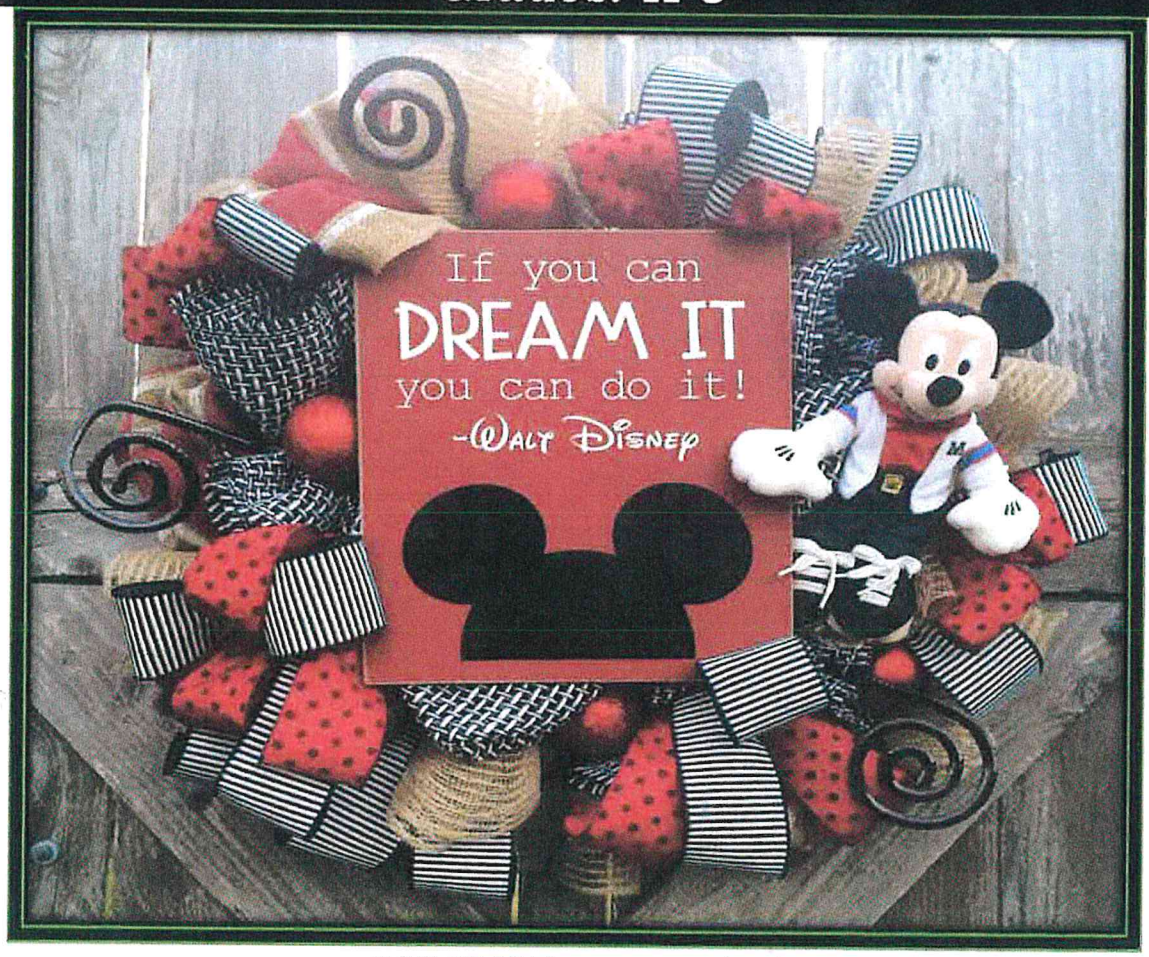
Helena/West Helena School District
J.F. Wahl Elementary School

J.F. Wahl Curriculum Frameworks
Literacy and Mathematics
In Association with Fetterman & Associates

Grades: K-6



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Helena/West Helena Public Schools
Jewell Hamilton, Principal & Priscilla McDaniel, Assistant Principal
Linda English, Superintendent
Dr. Charity Smith-Allen, Principal Education Associate

FETTERMAN & ASSOCIATES
INTERNATIONAL EVALUATION CONSULTANTS

J. F. Wahl Elementary School K-6 Curriculum Document

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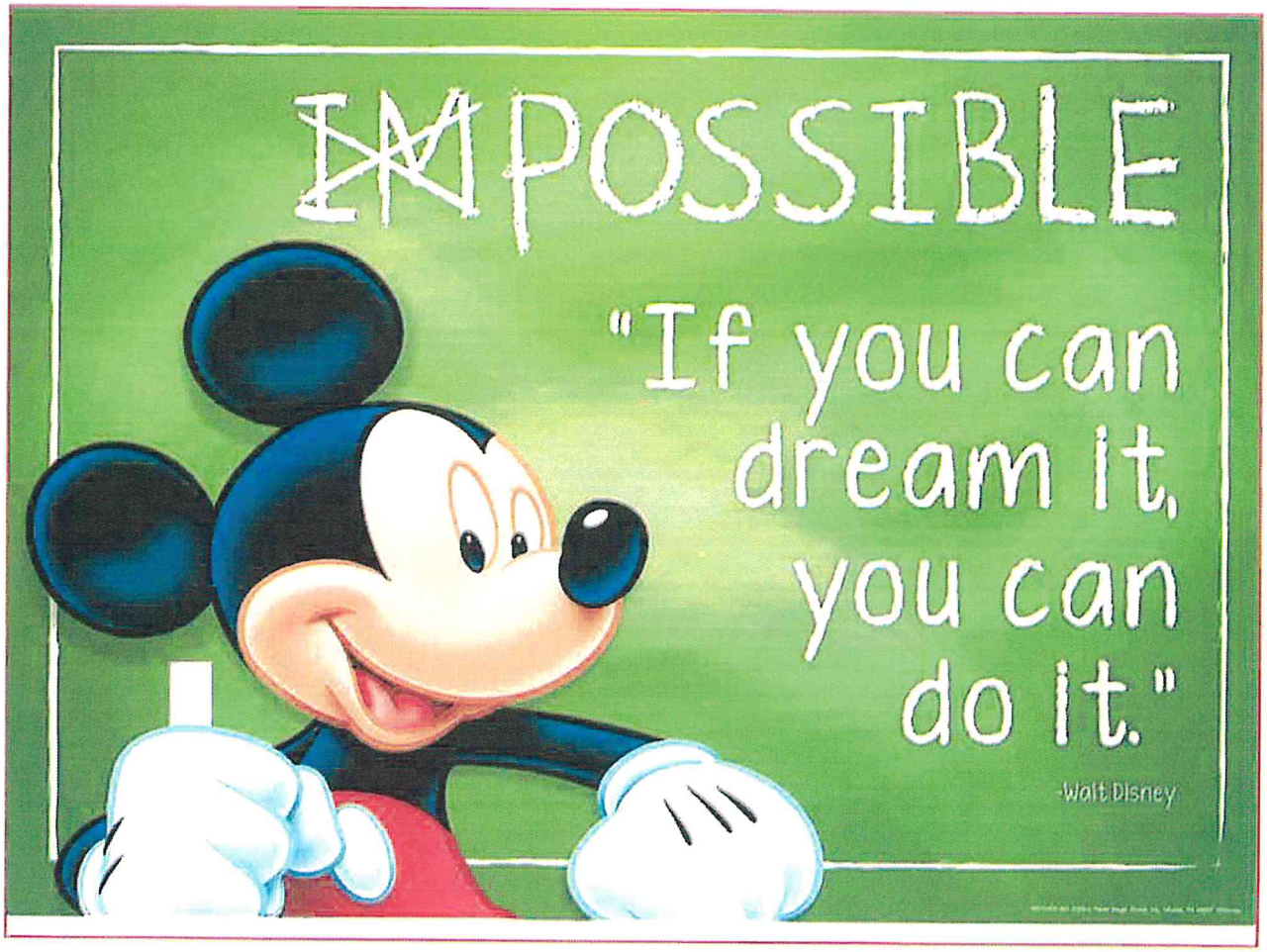
Acknowledgement

Fetterman & Associates would like to express our special thanks of gratitude to Superintendent Linda English as well as our Principal Jewell Hamilton who gave us the golden opportunity to do this wonderful curriculum design project. Secondly, we would also like to thank the curriculum design team, teachers, staff, students, parents and friends who assisted us in customizing this curriculum for the students and staff at J. F. Wahl Elementary School.

The Fetterman & Associates Team

Helena/West Helena School District
J.F. Wahl Elementary School

J. F. Wahl Curriculum Design Team's Vision



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Helena/West Helena School District
J.F. Wahl Elementary School

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Overview of the J.F. Wahl Curriculum Guide Development Process

The J. F. Wahl Curriculum Guide is a collaboratively developed document that delineates the goals, objectives, learning experiences, instructional resources and assessments that comprise the specific educational program for the students and staff of J. F. Wahl Elementary School. Additionally, it represents an articulation of what students should know and be able to do and supports teachers in knowing how to achieve these goals.

Accordingly, this teacher-developed exemplary curriculum guide is a tool that is designed to assist in planning and implementing a high quality instructional program. It:

- establishes a clear set of overarching goals and vision that guide the entire program and the decisions that affect each aspect of the program;
- establishes sequences both within and between levels and assures a coherent and articulated progression from grade to grade in alignment with district purchased educational resources;
- outlines a basic framework for what to do, how to do it, when to do it and how to know if it has been achieved prior to state mandated-Spring end-of year assessments;
- allows for flexibility and encourages experimentation and innovation within an overall structure;
- promotes interdisciplinary approaches and the integration of curricula when appropriate based on "Understanding by Design" research;
- Provide suggestion on how to unpack standards;
- suggests methods of assessing the achievement of the program's goals and objectives;
- provides a means for its own ongoing revision and improvement; and
- provides direction for on-line educational resources.

The formulation of this curriculum guide should not be viewed as the culmination of the curriculum development process, but rather as an essential first step in the process of ongoing curriculum development and implementation. Thus, no guide will be perfect. No guide will ever be a finished product cast in stone. No guide will be free from review. However, to ensure effective use and acceptance, this guide includes active teacher and administrator participation with experience in teaching the subject areas, and understanding of the community culture and a deep commitment to the success of students at J. F. Wahl. This document was also developed in alignment with available school instructional resources, current levels of student performance, Arkansas Curriculum frameworks for Grades K-6, and national standards for Mathematics and Literacy.

It is:

- articulated from Kindergarten through Grade 6;
- easy to use by all educators;
- includes samples, examples, and suggested resources;
- developed collaboratively by a broadly-based committee of teachers, (students when appropriate) and other interested stakeholders; and linked to standard, and the educational resources adopted by the Helena School District Board of Education.

Helena/West Helena School District
J.F. Wahl Elementary School

VISION, MISSION, GOALS

"If you can Dream It, you can do it. Walt Disney

All J. F. Wahl students of the 21st century will attain the highest level of academic knowledge, and performance skills to ensure fulfilling personal lives and be prepared for a secondary education

MISSION: POSSIBLE

Our Mission at J. F. Wahl is to create strong, effective classroom that provide a wholesome learning environment and opportunities for students to achieve their dreams through a comprehensive and focused curriculum as measured by a valid, reliable student growth.

OVERARCHING GOALS

1. **Standards**. Adopt and support rigorous academic content and performance standards in the four core subjects for Kindergarten and Grades 1 through 6 with a focus on Mathematics and Literacy
2. **Achievement**. Ensure that all students are ready to perform at grade level or higher, particularly in reading and math, at the end of each school year, by providing them with the opportunity and instructional resources necessary to grow and succeed.
3. **Assessment**. Ensure that all students are regularly prepared for formative interim and summative assessments and use the results to improve student and school performance.
4. **Professional Learning Curriculum Team. Ensure that A professional learning Curriculum community**, or *PLC*, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Shirley Hord, an expert on school leadership, came up with perhaps the most efficient description of the strategy: "The three words explain the concept: Professionals coming together in a group—a community—to learn."

   https://www.edglossary.org/professional-learning-community

Note: Specific school goals and objectives are located on the school's website.

Helena/West Helena School District
J.F. Wahl Elementary School

CORE BELIEFS

The J. F. Wahl Elementary School is committed to core beliefs that guide our work. These beliefs frame our Mission, goals, curriculum development, and instructional support systems. These beliefs focus instruction, curriculum, and assessment to ensure that all students achieve at high levels.

- **Opportunity Matters:** All students regardless of financial need must be exposed to diverse educational opportunities and must be provided equal opportunities to close achievement gaps. Unfortunately, children living in the Arkansas Delta face unique academic challenges, but an organized focused curriculum can help mitigate some of these challenges.
- **Curriculum Matters:** An organized and focused curriculum uniquely and collaboratively design for our students by our staff is needed to help ensure that state and national standards are unpacked and sufficiently addressed prior to assessment. An organized curriculum document helps to prevent system- induced gaps in instruction.
- **Equity Matters.** We recognize that students come to us with diverse experiences, interests, strengths, and needs. It is therefore essential that all students have access to challenging and personally meaningful curriculum and instruction. J. F. Wahl teachers, administrators and staff are committed to the pursuit of excellence for all students, meeting them where they are, and providing resources, summer opportunities, flexible pathways, and targeted support to remove barriers to opportunity. We believe that equity is a fundamental value of a high -quality education and that diversity is an asset to our school community.
- **Expectations Matter:** Teachers maintain high expectations for all students through continual encouragement, specific and timely feedback, tenacity in providing targeted support, and through communicating that all students have the capacity to meet district standards. We believe that maintaining high expectations leads to higher levels of student achievement.
- **Student Effort Matter.** Students at J. F. Wahl will succeed at high levels by sharing responsibility for their own efforts and the collective efforts of their parents, educators, and the community. It is through students' own hard work, homework and dedication to the pursuit of excellence that they will have the greatest success. We believe that increasing effort leads to higher and higher levels of student achievement.
- **Instruction Matters.** Teachers refine their teaching craft through ongoing study and action research, observation of instruction, and collaboration with colleagues. Teachers are actively engaged and committed to applying proven instructional strategies to reach every student. All educators demonstrate their commitment to instructional and curricular development for the classroom, team, school, and district through their leadership in improvement efforts. We will follow the curriculum maps, because we believe that improving instruction and instructional alignment leads to higher levels of student achievement.
- **Relationships Matter.** All staff members will create and maintain an environment that promotes respect, trust, and understanding, and fosters communication and problem-solving. We will nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students, and parents leads to higher levels of student achievement.

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CORE BELIEFS

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- **Achievement Matters.** Administrators, teachers, and students measure progress toward meeting and exceeding defined standards and goals. Through the ongoing and collaborative analysis of student work and data, we hold students and each other accountable for continuous improvement. We believe that sharing and using results to inform our decisions about instruction, resources, curriculum, and program development leads to higher levels of student achievement.

CURRICULUM FRAMEWORK DESIGN, CURRICULUM MAP AND STANDARDS

Curriculum Frameworks Design are developed to be ***models of instruction,*** to support teachers in the implementation of the Arkansas State Standards (ASS). The J F Wahl Elementary School has included the Curriculum Map for each grade level to illustrate what will be implemented within the grade level. School systems and teachers are free to use these models as is; or modify them to better serve classroom needs, units and activities.

CURRICULUM MAP

A Curriculum Map is a plan for how a teacher will teach a specific course. Curriculum maps address the major ideas and projects that drive a class, in order to help a teacher, plan out a basic schedule for units, activities and assessments Curriculum Maps are not meant to be an exhaustive list of every class topic, which would take a large amount of time and energy to complete. Essentially, they are meant to be used to answer basic questions about sequencing, pacing, and unit planning which can then be used to plan lessons effectively and efficiently throughout the course.

STANDARDS for LITERACY AND MATHEMATICS (Overview)

The **Literacy and Mathematics Standards Overview** is designed to bring focus to the Literacy and Mathematics standards for Kindergarten through Grade Six, so that teachers at J.F. Wahl Elementary School may use them to build their curriculum and guide content instruction. The foundation of each unit of study is based on the Arkansas Curriculum Frameworks for Literacy and Mathematics
These Units are designed so that students in Kindergarten through Grade Six will:

- **Based on the Arkansas Curriculum Frameworks;** www.arkansased.gov/.../curriculum-framework-documents.
- Establish daily routines to be carried out throughout the year beginning 2019-2020 school year. These routines will consist of reading, writing and vocabulary usage in Literacy and Mathematics.
- Use various strategies for Literacy and Mathematics that will assist in understanding content and be able to be successful on local, state and federal assessments.

- Build content understanding in Literacy and Mathematics which will increase proficiency and or growth in reading, mathematics, writing and vocabulary.
- Critically read, write and provide written responses to questions in Literacy and Mathematics at *Depth of Knowledge* (DOK) levels 1-3 as defined by ACT Aspire Blueprints.

All instruction, tasks and activities will consist of the following:

- Be meaningful and interesting to all students.
- Incorporate Arkansas Refrigerator Curriculum for Kindergarten through Grade Six
- Align with Arkansas English Language Arts Standards for Kindergarten through Grade Six
- Include Arkansas Writing Standards for Kindergarten through Grade Six
- Address all students DOK Levels 1-3, as defined by ACT Aspire Technical Manual; English, Reading and Writing Test Blueprints (http://www.act.org/content/dam/act/unsecured/documents/ACT_Technical_Manual.pdf).
- Pose relevant questions, collect data related to those questions, and analyze the data that creates a real-world connection to understanding content efficiently and effectively.
- Ensure all students can adequately explain their thinking and logic both verbally and in written format.

All Mathematics instruction, tasks and activities will consist of the following:

- Be meaningful and interesting to all students.
- Incorporate Arkansas Refrigerator Curriculum for Kindergarten through Grade Six
- Align with Arkansas Mathematics Standards for Kindergarten through Grade Six
- Include Arkansas Writing Standards for Kindergarten through Grade Six
- Address all students DOK Levels 1-3, as defined by ACT Aspire Technical Manual; Mathematics and Writing Test Blueprints (http://www.act.org/content/dam/act/unsecured/documents/ACT_Technical_Manual.pdf).
- Incorporate Eight Standards for Mathematical Practice:

Assessment

The 1998 Black and William study provided evidence that **formative assessment** can make a difference in learning outcomes at all grade levels. The success of formative assessment is highly related to how teachers use it to adjust teaching and learning practices.

- Effective learning is based on active student involvement.
- Enhanced feedback is crucial to improved outcomes.
- There is a link between formative assessment and self-assessment.

At the National Research Council, Bransford, Brown, and Cocking's work *How People Learn* (1999) became the basis for the book *Knowing What Students Know* (Pellegrino, Chudowsky, & Glaser, 2001) and drew the following conclusions:

- An assessment plan must come first, not last, in the educational process.
- Assessment, by necessity, integrates knowledge, skills, procedures, and dispositions.
- Assessment as a diagnosis of student progress shifts the emphasis from summative to formative.

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Formative Assessment consists of the following and Is:

1. Student Focused
2. Instructionally Informative
3. Outcomes Based

Student Focused

Formative assessment is purposefully directed toward the student. It does not emphasize how teachers deliver information but, rather, how students receive that information, how well they understand it, and how they can apply it. With formative assessment, teachers gather information about their students' progress and learning needs and use this information to make instructional adjustments. They also show students how to accurately and honestly use self-assessments to improve their own learning. Instructional flexibility and student-focused feedback work together to build confident and motivated learners.

Student Focused Formative Assessment helps teachers

- Consider each student's learning needs and styles and adapt instruction accordingly
- Track individual student achievement
- Provide appropriately challenging and motivational instructional activities
- Design intentional and objective student self-assessments
- Offer all students opportunities for improvement

Formative Assessment Is Instructionally Informative

During instruction, teachers assess student understanding and progress toward standards mastery in order to evaluate the effectiveness of their instructional design. Both teachers and students, individually and together, review and reflect on assessment outcomes. As teachers gather information from formative assessment, they adjust their instruction to further student learning.

Instructionally Informative Formative Assessment

- Provides a way to align standards, content, and assessment
- Allows for the purposeful selection of strategies
- Embeds assessment in instruction
- Guides instructional decisions

Formative Assessment Is Outcomes Based

Formative assessment focuses on achieving goals rather than determining if a goal was or was not met, and one of the ways it does so is by helping to clarify learning goals and standards for both teachers and students. Teaching and learning are based on these standards. Students know the criteria for meeting the standards and are frequently shown exemplars. Teachers give frequent and substantive feedback to students about their progress, pointing out both strengths and areas that need improvement. Teachers plan steps to move students closer to learning goals. Work is assessed primarily on quality in relation to standards rather than student attitude or effort.

Outcomes Based Formative Assessment:

- Emphasizes learning outcomes
- Makes goals and standards transparent to students

- Provides clear assessment criteria
- Closes the gap between what students know and desired outcomes
- Provides feedback that is comprehensible, actionable, and relevant
- Provides valuable diagnostic information by generating informative data

The Instructional Cycle with Formative Assessment

- **Data Analysis:** The teacher uses data gathered to chart individual and group learning outcomes and target areas of misunderstanding and areas where students need additional challenge.
    - *Formative Strategy:* A chart of students' progress, capturing and reflecting on data gathered during Signaling, Corners, the work-along, and the T chart.
- **Responding to Data:** The teacher adjusts instruction and assessment as needed to re-address the objective more effectively.
    - *Formative Strategy:* Adjustment to content/resource level of difficulty, grouping students for additional practice or expanded learning, and differentiating the final assessment.

Formative Assessment Systems

- Research shows that the pathways to school improvement are lined with formative assessment. Students need constructive feedback on how to achieve the targets and guidepost measures along the way, not simply feedback on whether they reached the targets or not. It is formative assessment rather than summative assessment that will make the greatest difference.

J. F. Wahl Sample Formative Assessments

The J. F. Wahl Formative Assessments were designed by teachers to be completed at the end of each Curricular unit of study. These formative unit assessments for unit one and unit two will be used as a model to help create units 3-6.

J.F. Wahl

J.F. Wahl Kindergarten Literacy Curriculum Map with Standards					
UNIT 1 Helping Hands	UNIT 2 Imagine It!	UNIT 3 Nature's Wonders	UNIT 4 The World to Explore	UNIT 5 As We Grow	UNIT 6 Do Your Best
R E A D I N G					
Main Ideas Summarize Understanding Characters Infer/Predict Story Structure Monitor/Clarify Text and Graphic Features Analyze/Evaluate Details Question	Compare/Contrast Monitor/Clarify Understanding Characters Analyze/Evaluate Details Visualize Text and Graphic Features Question Story Structure Summarize	Compare/Contrast Question Conclusions Monitor/Clarify Author's Purpose Visualize Cause/Effect Infer/Predict Sequence of Events Analyze/Evaluate	Details Summarize Sequence of Events Infer/Predict Author's Purpose Analyze/Evaluate Cause/Effect Question Sequence of Events Visualize	Details Infer/Predict Story Structure Analyze/Evaluate Sequence of Events Visualize Conclusions Monitor/Clarify Text and Graphic Features Summarize	Conclusions Visualize Compare/Contrast Monitor/Clarify Story Structure Infer/Predict Main Idea/Details Question Understanding Characters Summarize

J.F. Wahl Kindergarten Literacy Curriculum Map with Standards					
UNIT 1 Helping Hands	UNIT 2 Imagine It!	UNIT 3 Nature's Wonders	UNIT 4 The World to Explore	UNIT 5 As We Grow	UNIT 6 Do Your Best
LANGUAGE ARTS					
Nouns (People, Places, Animals, Things) Action Verbs in the Present Tense	Sensory Words Adjectives (Colors, Numbers, Shape and Size)	Sentence Parts (Subject, Verb) Complete Sentences Verbs in Past Tense Statements	Questions Proper Nouns (Places, People, and Pets) Verbs (Past, Present, Future)	Pronouns (he, she, we, they, it, I) Proper Nouns (Days, Months) Questions Exclamations	Nouns (Singular/Plural) Subject-Verb Agreement Prepositions (for, to, with, from, of, in, on, out, off, by)

J.F. Wahl Kindergarten Literacy Curriculum Map with Standards					
UNIT 1 Helping Hands	UNIT 2 Imagine It!	UNIT 3 Nature's Wonders	UNIT 4 The World to Explore	UNIT 5 As We Grow	UNIT 6 Do Your Best
WRITING					
Narrative Writing (Names, Labels Captions, Story Sentences, Class Story)	Informative Writing (Descriptive Sentences, Captions)	Narrative Writing (Story Sentences, Story)	Opinion Writing (Message, Thank You Note, Friendly Letter, Opinion Sentences)	Informative Writing (Lists, Invitations, Report)	Opinion Writing (Response to Literature, Journal)

J.F. Wahl Kindergarten Literacy Curriculum Map with Standards

UNIT 1 Helping Hands

R	L	W
RL.K.1	SL.K.1	W.K.2
RL.K.2	SL.K.1A	W.K.3
RL.K.3	SL.K.2	W.K.5
RL.K.4	SL.K.3	W.K.7
RL.K.5	SL.K.4	W.K.8
RL.K.6	SL.K.5	
RL.K.7	SL.K.6	
RL.K.8	L.K.1A	
RL.K.9	L.K.1B	
RL.K.10	L.K.1D	
RI.K.1	L.K.1F	
RI.K.2	L.K.2A	
RI.K.3	L.K.2B	
RI.K.4		
RI.K.5		
RI.K.6		
RI.K.7		
RI.K.8		
RI.K.9		
RI.K.10		
RF.K.1A		
RF.K.1B		

UNIT 2 Imagine It!

R	L	W
RL.K.1	SL.K.1	W.K.1
RL.K.2	SL.K.1A	W.K.2
RL.K.3	SL.K.1B	W.K.5
RL.K.5	SL.K.2	W.K.6
RL.K.6	SL.K.3	W.K.7
RL.K.7	SL.K.4	W.K.8
RL.K.9	SL.K.5	
RL.K.10	SL.K.6	
RI.K.1	L.K.1A	
RI.K.2	L.K.1B	
RI.K.3	L.K.1D	
RI.K.5	L.K.1E	
RI.K.6	L.K.1F	
RI.K.7	L.K.2A	
RI.K.9	L.K.2B	
RI.K.10		
RF.K.1A		
RF.K.1B		
RF.K.1C		

UNIT 3 Nature's Wonders

R	L	W
RL.K.1	SL.K.1A	W.K.1
RL.K.2	SL.K.1B	W.K.2
RL.K.3	SL.K.2	W.K.3
RL.K.5	SL.K.3	W.K.5
RL.K.6	SL.K.4	W.K.6
RL.K.9	SL.K.5	W.K.8
RL.K.10	SL.K.6	
RI.K.1	L.K.1A	
RI.K.2	L.K.1B	
RI.K.3	L.K.1D	
RI.K.4	L.K.1F	
RI.K.5	L.K.2C	
RI.K.7	L.K.2D	
RI.K.8	L.K.4A	
RI.K.9	L.K.5B	
RI.K.10		

UNIT 4 The World to Explore

R	L	W
RL.K.1	SL.K.1A	W.K.1
RL.K.2	SL.K.1B	W.K.2
RL.K.3	SL.K.2	W.K.3
RL.K.4	SL.K.3	W.K.5
RL.K.5	SL.K.4	W.K.6
RL.K.6	SL.K.5	
RL.K.7	SL.K.6	
RL.K.10	L.K.1A	
RI.K.2	L.K.1F	
RI.K.3	L.K.2C	
RI.K.4	L.K.2D	
RI.K.5	L.K.4A	
RI.K.6	L.K.5B	
RI.K.10		
RF.K.1		

UNIT 5 As We Grow

R	L	W
RL.K.1	SL.K.1A	W.K.2
RL.K.2	SL.K.1B	W.K.6
RL.K.3	SL.K.2	W.K.7
RL.K.4	SL.K.3	W.K.8
RL.K.6	SL.K.4	
RL.K.7	SL.K.5	
RL.K.10	SL.K.6	
RI.K.1	L.K.1A	
RI.K.2	L.K.1B	
RI.K.3	L.K.1C	
RI.K.5	L.K.1D	
RI.K.6	L.K.1F	
RI.K.7	L.K.1G	
RI.K.	L.K.	

UNIT 6 Do Your Best

R	L	W
RL.K.1	SL.K.1A	W.K.1
RL.K.2	SL.K.1B	W.K.2
RL.K.3	SL.K.2	W.K.5
RL.K.5	SL.K.3	W.K.6
RL.K.6	SL.K.4	W.K.7
RL.K.7	SL.K.6	W.K.8
RL.K.9	L.K.1A	W.K.10
RL.K.10	L.K.1B	
RI.K.1	L.K.1C	
RI.K.2	L.K.1E	
RI.K.3	L.K.1F	
RI.K.7	L.K.1G	
RI.K.10	L.K.1H	

J.F. Wahl Kindergarten Literacy Curriculum Map with Standards

UNIT 1 Helping Hands	UNIT 2 Imagine It!	UNIT 3 Nature's Wonders	UNIT 4 The World to Explore	UNIT 5 As We Grow	UNIT 6 Do Your Best
RF.K.1 C RF.K.1 D RF.K.2 RF.K.2 A RF.K.2 B RF.K.2 D RF.K.3 RF.K.3 A RF.K.3 C RF.K.4	D RF.K.2 C RF.K.2 D RF.K.3 RF.K.3 A RF.K.3 B RF.K.3 C RF.K.4	RF.K. 1A RF.K. 1B RF.K. 1C RF.K. 2D RF.K. 3 RF.K. 3A RF.K. 3B RF.K. 3C RF.K. 3D RF.K. 3E RF.K. 3F RF.K. 4	A RF.K.1 B RF.K.1 D RF.K.2 RF.K.2 D RF.K.2 E RF.K.3 RF.K.3 A RF.K.3 B RF.K.3 C RF.K.3 D RF.K.3 E RF.K.3 F RF.K.4	8 RI.K. 9 RI.K. 10 RF.K .1A RF.K .1B RF.K .1D RF.K .2D RF.K .2E RF.K .3A RF.K .3B RF.K .3C RF.K .3D RF.K .3E RF.K .3F RF.K .4	RF.K. 1A RF.K. 1B RF.K. 2B RF.K. 2D RF.K. 3A RF.K. 3B RF.K. 3C RF.K. 3D RF.K. 3E RF.K. 3F RF.K. 4
B L.K.2 C L.K.4 B L.K.5 A L.K.5 B L.K.5 C L.K.5 D L.K.6	B L.K.2 C L.K.2 D L.K.4 B L.K.5 A L.K.5 B L.K.5 C L.K.5 D L.K.6	L.K. 2C L.K. 2D L.K. 4A L.K. 4B L.K. 5A L.K. 6	L.K. 5C L.K. 5D	1H L.K. 1J L.K. 1K L.K. 2C L.K. 4A L.K. 4B L.K. 5A L.K. 5B L.K. 5C L.K. 6	L.K. 1J L.K. 1K L.K. 2A L.K. 2B L.K. 2C L.K. 2D L.K. 4B L.K. 5 L.K. 5B L.K. 5C L.K. 5D L.K. 6

J.F. Wah.

Kindergarten Mathematics Curriculum Map with Standards

UNIT 1 Sep 3-Oct 4	**UNIT 2** Oct 4-Nov 15	**UNIT 3** Nov 18-Dec 13	**UNIT 4** Dec 16-Feb 28	**UNIT 5** Mar 2-Apr 8	**UNIT 6** Apr 8-May 8
Numbers 0-5 (Counting, Writing and Comparing)	Numbers 6-10 (Counting, Writing, Comparing and Sorting)	Geometry (Naming, Comparing and Building Shapes)	Numbers Within 10 (Addition and Subtraction)	Numbers 11- 100 (Teen Numbers and Counting by 1's and 10's)	Measurement (Comparing Length, Height and Weight) Time
K.CC.A.3 (M) K.CC.B.4 (M) K.CC.B.5 (M) K.CC.C.6 (M) K.CC.C.7(M) K.CC.C.8(M) K.OA.A.3 (M) K.OA.A5 (M) W.K.1	K.CC.A.3 (M) K.CC.B.4 (M) K.CC.B.5 (M) K.CC.C.6 (M) K.CC.C.7 (M) K.CC.C.8(M) K.MD.B.3 (S/A) K.OA.A.3 (M) K.OA.A.4 (M) W.K.1	K.G.A.1 (S/A) K.G.A.2(S/A) K.G.A.3 (S/A) K.G.B.4 (S/A) K.G.B.5 (S/A) K.G.B.6 (S/A) W.K.1	K.OA.A.1 (M) K.OA.A.2 (M) K.OA.A.3 (M) K.OA.A.4 (M) K.OA.A.5 (M) W.K.1	K.NBT.A.1 (M) K.CC.A.1 (M) K.CC.A.2 (M) K.CC.A.3 (M) K.CC.B.5 (M) K.CC.C.7(M) W.K.1	K.MD.A.1 (S/A) K.MD.A.2 (S/A) K.MD.C.4 (S/A) K.MD.C.5 (S/A) K.MD.C.6 (S/A) W.K.1

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First Grade Literacy Curriculum Map with Standards

UNIT 1 Around the Neighborhood	UNIT 2 Sharing Time	UNIT 3 Nature Near and Far	UNIT 4 Exploring Together	UNIT 5 Watch Us Grow	UNIT 6 Three Cheers for Us
R E A D I N G					
Understanding Characters Sequence of Events Text and Graphic Features Story Structure Summarize Infer/ Predict Monitor/ Clarify Question Analyze/ Evaluate	Understanding Characters Main Idea/ Details Sequence of Events Text & Graphic Features Story Structure Summarize Infer/ Predict Analyze/ Evaluate Question Visualize	Author's Purpose Sequence of Events Cause and Effect Conclusions Compare and Contrast Analyze/ Evaluate Question Visualize Infer/ Predict Monitor/ Clarify	Main Idea/ Details Compare/ Contrast Author's Purpose Sequence of Events Cause and Effect Question Visualize Summarize Monitor/Clarify Infer/ Predict	Story Structure Conclusions Cause and Effect Sequence of Events Understanding Characters Analyze/ Evaluate Visualize Monitor/ Clarify Question Summarize	Compare/ Contrast Author's Purpose Story Structure Understanding Characters Main Idea/ Details Monitor/ Clarify Analyze/ Evaluate Infer/ Predict Visualize Summarize
L A N G U A G E A R T S					
Nouns Possessives Action Verbs (present tense) Adjectives (size, shape, color, number)	Complete Sentences Commas in a Series Statements Singular/ Plural Nouns Articles	Proper Nouns Commands Subjects and Verbs Verb and Time The Verb be	Questions Compound Sentence Names of Months, Days, and Holidays Future Tense Prepositions and Prepositional Phrases	Subject Pronouns The Pronouns I and Me Possessive Pronouns Indefinite Pronouns Contractions	Exclamations Kinds of Sentences Adjectives Adverbs Adjectives that compare
W R I T I N G					

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First Grade Literacy Curriculum Map with Standards

Narrative Writing: labels Narrative Writing: captions Narrative Writing: sentence Narrative Writing: class story	Informative: sentences that describe Informative: poetry Informative: thank you note Informative: description	Informative: sentences that inform Informative: instructions Informative: report	Narrative Writing: sentences about yourself Narrative Writing: friendly letter Narrative Writing: personal narrative	Narrative Writing: story structures Narrative Writing: story summary Narrative Writing: story	Opinion Sentences Opinion Paragraph

R	S&L	W
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.7 RL.1.10 RI.1.1 RI.1.2 RI.1.5 RI.1.6 RI.1.7 RI.1.10 RF.1.1a RF.1.2b RF.1.2c RF.1.2	L.1.1a L.1.1b L.1.1e L.1.1f L.1.1j SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.2b L.1.2d L.1.2e L.1.4a L.1.5a L.1.5b L.1.5c L.1.6	W.1.3 W.1.5 W.1.7 W.1.8

R	S&L	W
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.6 RL.1.7 RL.1.9 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RL.1.4 RL.1.5 RL.1.9 RI.1.1 RI.1.2 RI.1.5 RI.1.6	SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1a L.1.1b L.1.1c L.1.1d L.1.1e L.1.1f L.1.1g L.1.1j	W.1.2 W.1.5 W.1.6 W.1.7

R	S&L	W
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.6 RL.1.9 RL.1.10 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.1	SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1a L.1.1b L.1.1c L.1.1e L.1.1f L.1.1	W.1.1 W.1.2 W.1.3 W.1.5 W.1.6 W.1.7 W.1.8

R	S&L	W
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.6 RL.1.7 RI.1.10 RI.1.1 RI.1.2 RI.1.3	SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1a L.1.1d L.1.1e L.1.1f	W.1.3 W.1.5 W.1.6 W.1.7 W.1.8

R	S&L	W
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.6 RL.1.7 RL.1.9 RL.1.10 RI.1.1 RI.1.2	SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6 L.1.1d L.1.1e L.1.1f L.1.1g L.1.1j	W.1.1 W.1.5 W.1.6 W.1.7 W.1.8

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First Grade Literacy Curriculum Map with Standards

d RF.1.3 b RF.1.3 g RF.1.4 a R.F.1. 4b RF.1.4 c		
RI.1.7 RI.1.9 RI.1.1 10 RF.1. 1.1a RF.1. 2b RF.1. 2c RF.1. 3a RF.1. 3b RF.1. 3g RF.1. 4a RF.1. 4b RF.1. 4c	c L.1.1 e L.1.1 f L.1.1 g L.1.1 h L.1.1 j L.1.2 b L.1.2 c L.1.2 d L.1.2 e L.1.5 a L.1.5 b L.1.5 c L.1.5 d L.1.6	
RI.1.1 0 RF.1. 2a RF.1. 2b RF.1. 2c RF.1. 2d RF.1. 3a RF.1. 3b RF.1. 3c RF.1. 3f RF.1. 3g RF.1. 4b RF.1. 4c	L.1.1 e L.1.1 f L.1.1 g L.1.1 h L.1.1 i L.1.1 j L.1.2 a L.1.2 b L.1.2 d L.1.2 e L.1.4 a L.1.4 b L.1.4 c L.1.5 a L.1.5 c L.1.5 d L.1.6	
a RF.1.2 a RF.1.2 d RF.1.3 b RF.1.3 c RF.1.3 d RF.1.3 e RF.1.3 g RF.1.4 a RF.1.4 b RF.1.4 c	1g L.1. 1i L.1. 1j L.1. 2a L.1. 2b L.1. 2c L.1. 2e L.1. 4a L.1. 4b L.1. 4c L.1. 5a L.1. 5b L.1. 5c L.1. 5d L.1. 6	
RI.1. 4 RI.1. 5 RI.1. 6 RI.1. 7 RI.1. 8 RI.1. 9 RI.1. 1.1 RF.1. 1a RF.1. 3a RF.1. 3b RF.1. 3d RF.1. 3e RF.1. 3g RF.1. 4a RF.1. 4b RF.1. 4c	g L.1.1i L.1.1j L.1.2 a L.1.4 a L.1.4 b L.1.4 c L.1.5 a L.1.5 b L.1.5 c L.1.5 d L.1.6	
RI.1. 4 RI.1. 6 RI.1. 7 RI.1. 8 RI.1. 10 RF.1. 1a RF.1. 2a RF.1. 3d RF.1. 3e RF.1. 3f RF.1. 3g RF.1. 4a RF.1. 4b RF.1. 4c	L.1.2 b L.1.2 c L.1.2 d L.1.2 e L.1.4 a L.1.4 b L.1.4 c L.1.5 a L.1.5 b L.1.5 c L.1.6	

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First Grade Mathematics Curriculum Map

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
Numbers Within 10; Addition and Subtraction	Numbers Within 20: Addition and Subtraction and representing Data	Tens and Ones: Counting, Place Value, Time, Money	Operations with Tens and Ones: Addition and Subtraction	Length: Comparing, Ordering, and Measuring	Geometry: Analyzing, Composing, and partitioning shapes
1.OA.C.5 (M) 1.OA.C.6(M) 1.OA.B.3(M) 1.OA.D.8(M) 1.OA.B.4(M) 1.OA.A.1(M) 1.OA.D.7(M)	1.NBT.B.2 (M) 1.NBT.B.2a (M) 1.NBT.B.2b (M) 1.OA.C.6 (M) 1.OA.A.2(M) 1.OA.B.3(M) 1.OA.D.8(M) 1.OA.A.1(M) 1.MD.C.4 (S/A)	1.NBT.A.1 (M) 1.NBT.B.2 (M) 1.NBT.B.2a (M) 1.NBT.B.2c(M) 1.NBT.B.3 (M) 1.MD.B.2 (S/A)	1.NBT.C.4 (M) 1.NBT.C.5 (M) 1.NBT.C.6 (M	1.MD.A.1 (M) 1.MD.A.2(M)	1.G.A.1 (S/A) 1.G.A.2 (S/A) 1.G.A.3 (S/A)

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Second Grade Literacy Curriculum Map with Standards

UNIT 1 Sept. 3 - 30	UNIT 2 Oct. 1 - 29	UNIT 3 Oct. 30 - Dec. 5	UNIT 4 Dec. 6 - Jan. 17	UNIT 5 Jan. 21 - Feb. 19	UNIT 6 Feb. 20 - Mar. 25
R E A D I N G					
Sequence of Events Compare and Contrast Author's Purpose Story Structure	Theme Text and Graphic Features Conclusions and Generalizations Cause and Effect Compare and Contrast	Sequence of Events Story Structure Main Idea and Details Theme Text and Graphic Features	Compare and Contrast Fact and Opinion Story Structure Cause and Effect Main Idea and Details	Compare and Contrast Conclusions and Generalizations Cause and Effect Author's Purpose Sequence of Events	Main Ideas and Details Conclusions/Generalization Understanding Characters Persuasion Text and Graphic Features
L A N G U A G E A R T S					
Subjects and Predicates, Simple sentences, types of sentences, singular and Plural Nouns	Plural nouns, proper nouns, verbs: past and present, contractions	Compound sentences, Expanding/rearranging compound sentences, quotation marks, proper nouns,	Pronouns, subject-verb agreement, verb: be, commas in dates and places, Using adjectives,	Adjective, Using adjectives, Irregular verbs, more irregular action verbs,	Contractions, adverbs, possessive nouns, possessive pronouns, adverbs and adjectives
W R I T I N G					
Narrative Writing: • Sentences that tell a true story • Friendly Letter • Sentences that describe	Informative Writing: • Writing informal paragraphs • Writing summary paragraph	Opinion Writing: • Writing a persuasive letter • Writing an opinion paragraph	Narrative Writing: • Writing a story paragraph • Writing a descriptive paragraph	Informative Writing: • Writing a problem-solution paragraph	Opinion Writing: • Writing a response poem • Writing an opinion paragraph

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Second Grade Literacy Curriculum Map with Standards

• Writing personal story	• Writing an informational paragraph • Writing instructions	• Writing persuasive paragraph • Writing a persuasive essay	• Writing a fictional story	• Writing a compare and contrast paragraph • Writing an informational paragraph • Writing a research report	• Writing a response paragraph • Writing a response essay
R: RL2.1 RL2.2 RL2.3 RL2.4 RL2.5 RL2.7 RL2.10 RI.2.1 RI.2.2 RI.2.3 RI.2.5 L: L.2.1 L.2.1f L2.2d L.2.4 L.2.4c L..2.4e L.2.5a L.2.5b L.2.6 W: W.2.3 W.2.5 W.2.8	R: RL2.1 RL2.2 RL2.3 RL2.4 RL2.5 RL2.7 RL2.9 RL2.10 RI.2.1 RI.2.2 RI.2.3 L: L.2.1 L.2.1b L.2.1d L.2.2c L.2.2d L.2.1f L.2.2a L2.2d L.2.4 L.2.4c l.2.4d L.2.4e W: W.2.2 W.2.3 W.2.5 W.2.8	R: RL2.1 RL2.2 RL2.3 RL2.4 RL2.7 RL2.10 RI.2.1 RI.2.2 RI.2.3 RI.2.5 RI.2.6 L: L.2.1f L.2.2a L2.2d L.2.4 L.2.4a L.2.4b L.2.4e L.2.5a L.2.6 W: W.2.1 W.2.5 W.2.8	R: RL2.1 RL2.2 RL2.3 RL2.4 RL2.5 RL2.6 RL2.7 RL2.10 RI.2.5 RI.2.6 RI.2. L: L.2.1c L.2.1e L2.2d L2.4a L.2.4d L.2.4e L.2.5a L.2.6 W: W.2.1 W.2.5 W.2.8	R: RL2.1 RL2.2 RL2.3 RL2.4 RL.2.6 RL2.7 RL2.9 RL2.10 RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10 L: L.2.1 L.2.1c L.2.1d L2.2d L.2.4e L.2.5a L.2.5b L.2.4e L.2.5a L.2.6 W: W.2.3 W.2.2 W.2.5 W.2.7	R: RL2.1 RL2.2 RL2.3 RL2.5 RL2.6 RL2.7 RL2.9 RL2.10 RI.2.1 RI.2.2 RI.2.3 L: L.2.1e L.2.2c L.2.4a L.2.5a L.2.5b L.2.6 W: W.2.1 W.2.5

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Second Grade Literacy Curriculum Map with Standards

RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	RI.2.7 RI.2.8 RI.2.9 RI.2.10	7 RI.2.9 RI.2.10		RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10
	L2.5a L.2.6				

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Second Grade Mathematics Curriculum Map with Standards

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Numbers Within 20; Addition, Subtraction, and Data	Numbers Within 100: Addition, Subtraction, Time, and Money	Numbers within 1000: Place Value, Addition, and Subtraction	Length: Measurement, Addition and Subtraction	Shapes and Skip-Counting: Partitioning and Tiling Shapes, Arrays, Evens and Odd
2.OA.A.1 (M) 2.OA.B.2 (M) 2.MD.D.10 (S/A)	2.NBT.A.2 2.NBT.B.5 (M) 2.NBT.B.9 (M) 2.OA.A.1 (M) 2.MD.C.7 (S/A) 2.MD.C.8 (S/A)	2.NBT.A.1 (M) 2.NBT.A.2 (M) 2.NBT.A.3(M) 2.NBT.A.4 (M) 2.NBT.B.5 (M) 2.NBT.B.6 (M) 2.NBT.B.7 (M) 2.NBT.B.8 (M) 2.NBT.B.9 (M) 2.OA.A.1(M)	2.MD.A.1 (M) 2.MD.A.2(M) 2.MD.A.3(M) 2.MD.A.4(M) 2.MD.B.5(M) 2.MD.B.6(M) 2.MD.D.9(M) 2.MD.C.8(S/A)	2.G.A.1 (S/A) 2.G.A.3 (S/A) 2.G.A.2 (S/A) 2.OA.C.3(S/A) 2.OA.C.4(S/A)

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Third Grade Literacy Curriculum Map with Standards

UNIT 1 Good Citizens	UNIT 2 Look and Listen	UNIT 3 Lesson Learned	UNIT 4 Natural Wonders	UNIT 5 Going Places	UNIT 6 Make Your Mark
R E A D I N G					
Story Structure Conclusions Understanding Characters Compare and Contrast Cause and Effect	Sequence of Events Text and Graphic Features Conclusions Cause and Effect Main Ideas and Details	Sequence of events Theme Compare and contrast Author's purpose Understanding characters	Story structure Conclusions Text and graphic features Cause and effect Main idea and details	Story structure Compare and contrast Sequence of events Author's purpose Text and graphic features	Main idea and details Cause and effect Fact and opinion Understanding characters Conclusions
L A N G U A G E					
Simple sentences Kinds of sentences Compound sentences Common and proper nouns Plural nouns	Verbs Verb tenses Using commas Abstract nouns Pronouns and antecedents	Plural nouns Writing quotations Subject verb agreement Pronoun verb agreement Verb tenses	Adjectives and Articles Verb be Helping verbs Irregular verbs Adverbs	Adverbs Making comparisons Possessive nouns Complex sentences Words that compare	Abbreviations Contractions Commas in a sentence Preposition pronouns
W R I T I N G					
Narrative writing Dialogue Personal narrative Prewrite, draft, revise, edit and publish	Response paragraph Opinion piece Prewrite, draft, revise, edit, publish,	Cause and effect paragraph Compare and contrast paragraph Informative paragraph Prewrite explanatory essay Draft, revise, edit, publish	Persuasive letter Opinion paragraph Problem and solution paragraph Prewrite: persuasive Essay	Fictional narrative Descriptive paragraph Dialogue Prewrite, draft, revise, edit,	Compare and contrast Problem and solution Instructions Prewrite, draft, edit,

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Third Grade Literacy Curriculum Map with Standards

									Draft, revise, edit, publish			publish a fictional Narrative			revise, and publish research report		
R	L	W	R	L	W	R	L	W	R	L	W	R	L	W	R	L	W
RL.3.1 RL.3.2 RL.3.3 RL.3.7 RI.3.3 RI.3.7 RI.3.8 RI.3.10 RF.3.3a RF.3.3c RF.3.3d RF.3.4b RF.3.4c RF.3.	L.3.1.a L.3.1.b L.3.1h L.3.1i L.3.2a L.3.2e L.3.2f L.3.2g L.3.3a L.3.3b L.3.4a L.3.4c L.3.4d L.3.5	W.3.3a W.3.3b W.3.3c W.3.3d W.3.4 W.3.5 W.3.6 W.3.10	RL.3.1 RL.3.2 RL.3.4 RL.3.5 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.8 RI.3.9 RI.3.	L.3.1a L.3.1c L.3.1d L.3.1e L.3.1f L.3.2a L.3.2b L.3.2e L.3.2g L.3.3a L.3.4a L.3.4b L.3.4d L.3.5	W.3.1a W.3.1b W.3.1c W.3.1d W.3.4 W.3.5 W.3.6 W.3.7 W.3.10	RL.3.1 RL.3.2 RL.3.4 RL.3.6 RL.3.9 RL.3.10 RI.3.1 RI.3.3 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.	L.3.1.b L.3.1d L.3.1e L.3.1f L.3.2c L.3.2g L.3.3b L.3.4a L.3.4b L.3.4d L.3.5a L.3.5b L.3.6	W.3.2a W.3.2b W.3.2c W.3.2d W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.7 RI.3	L.3.1.a L.3.1.b L.3.1.c L.3.1.e L.3.1.f L.3.2.g L.3.3.a L.3.3.b L.3.4.a L.3.4.b L.3.4.c L.3.5.a L.3.	W.3.1a W.3.1b W.3.1c W.3.1d W.3.2a W.3.2b W.3.2d W.3.3a W.3.3b W.3.3c W.3.4 W.3.5 W.3.6 W.3.7 W.3.8	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.	L.3.1.a L.3.1.b L.3.1.d L.3.1.f L.3.2.a L.3.2.b L.3.2.d L.3.2.e L.3.2.f L.3.3.a L.3.3.b L.3.4.a L.3.4.b L.3.4.c L.3.5	W.3.1a W.3.1b W.3.1d W.3.2a W.3.2b W.3.2c W.3.2d W.3.3a W.3.3b W.3.3c W.3.4 W.3.5 W.3.

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Third Grade Literacy Curriculum Map with Standards

	a	
R	L	W
3a RF.3 3c RF.3. 3d RF.3. 4a RF.3. 4b RF.3. 4c	L.3.5 b L.3.6	

10	b	
R	L	W
RF.3. 3c RF.3. 3d RF.3. 4a RF.3. 4b RF.3. 4c	L.3.5 c L.3.6	

10		
R	L	W
RF.3. 3a RF.3. 4a RF.3. 4b RF.3. 4c		

9 RI.3. 10	5b L.3. 6	
R	L	W
RF.3 .3c RF.3 .4a RF.3 .4b RF.3 .4c		

8 RI.3. 9	c L.3.6	
R	L	W
RI.3. 10 RF.3. 3a RF.3. 3b RF.3. 3c RF.3. 4a RF.3. 4b		

6 RI.3. 7	a L.3.5 b	6 W.3. 7
R	L	W
RI.3. 8 RI.3. 9 RI.3. 10 RF.3. 3a RF.3. 3b RF.3. 3c RF.3. 3d RF.3. 4a RF.3. 4b RF.3. 4c	L.3.6	W.3. 8 W.3. 10

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Third Grade Mathematics Curriculum Map with Standards

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
Three-digit numbers: Place Value, Addition, and Subtraction	Multiplication and Division: Concepts, Relationships, and Patterns	Multiplication: Finding Area, Solving Word Problems, and Using Scaled Graph	Fractions: Equivalence and Comparison, Measurement, and Data	Measurement: Time, Liquid Volume, and Mass	Shapes: Attributes and Categories, Perimeter, and Area
3.NBT.A.1 3.NBT.A.2 3.OA.A.1 3.OA.A.3 3.OA.B.5 3.OA.C.7	3.OA.A.3 3.OA.B.5 3.OA.C.7 3.NBT.A.3 3.OA.A.2 3.OA.B.6 3.OA.A.4 3.OA.D.9 3.OA.A.1 3.OA.A.2	3.MD.C.5 3.MD.C.5a 3.MD.C.5b 3.MD.C.6 3.MD.C.7 3.MD.C.7a 3.MD.C.7b 3.MD.C.7c 3.MD.C.7d 3.OA.A.3 3.OA.D.8 3.MD.B.3 3.OA.B.5 3.NBT.A.2	3.NF.A.1 3.NF.A.2 3.NF.A.2a 3.NF.A.2b 3.NF.A.3 3.NF.A.3a 3.NF.A.3b 3.NF.A.3c 3.NF.A.3d 3.MD.B.4	3.MD.A.1 3.MD.A.2 3.NBT.A.2	3.G.A.1 3.MD.D.8 3.G.A.2

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Fourth Grade Literacy Curriculum Map with Standards

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
R E A D I N G					
Refer to details in text, theme, characterization, word meaning, main idea, academic terms	Drawing inferences from text, determine theme, describe characters and setting, word meaning, difference between poems, drama and prose, compare and contrast, phonics, use context	Draw inferences, theme, describe characters and setting, difference between poems, drama and prose, make connections, main idea	Refer to details, determine the theme, describe character, make connections, determine the meanings of words, compare and contrast similar themes, main idea and details	Refer to details, determine theme, describe character, explain between poems, prose and drama, compare and contrast point of view, determine main idea, describe structure, reasons and evidence	Read and comprehend, know and apply grade-level phonics, use context for understanding
L A N G U A G E A R T S					
pronouns, verbs, sentences, commas, punctuation	Progressive verbs, complete sentences, commas, choose words and phrases, use context, Greek and Latin affixes	meaning of academic and domain-specific words, compare and contrast a firsthand and secondhand account, integrate information	Relative pronouns, progressive verbs, adjectives, frequently confused words	Relative pronouns order adjectives, prepositional phrases, commas and quotation marks, reference materials, idioms, adages, and proverbs	Frequently confused words, capitalization, commas and quotation, choosing words and phrases, Greek and Latin affixes
W R I T I N G					

J. L. Wahl

Fourth Grade Literacy Curriculum Map with Standards

write opinion pieces, write informational pieces	write in paragraphs, research, paraphrase, commas, use context, similes, metaphors	write opinion pieces, progressive verbs, Greek and Latin affixes and roots	Write a narrative, use transitional words and phrases, short research	Develop topics, link ideas, organization, short research	Intro topic, link opinions and reasons, clear and coherent writing

R	L	W
RL.4.1	L.4.1f	W.4.3a
RL.4.2	L.4.2a	W.4.3b
RL.4.3	L.4.2d	W.4.3c
RL.4.4	L.4.3a	W.4.3d
RL.4.5	L.4.3b	W.4.3e
RL.4.6	L.4.4a	W.4.4
RL.4.9	L.4.4b	W.4.5
RL.4.10	L.4.4c	W.4.6
RI.4.3	L.4.6	W.4.7
RI.4.4	SL.4.1	W.4.8
RI.4.5		W.4.9b

R	L	W
RL.4.1	L.4.1b	W.4.2
RL.4.2	L.4.1f	W.4.2a
RL.4.3	L.4.2a	W.4.2b
RL.4.4	L.4.2c	W.4.2c
RL.4.5	L.4.2d	W.4.2d
RL.4.6	L.4.3a	W.4.2e
RL.4.7	L.4.3c	W.4.4
RL.4.8	L.4.4a	W.4.5
RL.4.10	L.4.4b	W.4.6
RI.4.1	L.4.4c	W.4.7
RI.4.2		W.4.8

R	L	W
RL.4.1	L.4.1a	W.4.1
RL.4.2	L.4.1b	W.4.1a
RL.4.3	L.4.1c	W.4.1b
RL.4.5	L.4.1d	W.4.1c
RL.4.7	L.4.1e	W.4.1d
RL.4.10	L.4.1f	W.4.4
RI.4.1	L.4.1g	W.4.5
RI.4.2	L.4.2a	W.4.6
RI.4.3	L.4.2b	W.4.7
RI.4.4	L.4.2c	W.4.8
RI.4.5		W.4.9b

R	L	W
RL.4.1	L.4.1a	W.4.3
RL.4.2	L.4.1b	W.4.3a
RL.4.3	L.4.1c	W.4.3b
RL.4.4	L.4.1d	W.4.3c
RL.4.5	L.4.1e	W.4.3d
RL.4.7	L.4.1g	W.4.3e
RL.4.9	L.4.2a	W.4.4
RL.4.10	L.4.2b	W.4.5
RI.4.1	L.4.2c	W.4.6
RI.4.2	L.4.2d	W.4.7
RI.4.3	L.4.3a	W.4.8
RI.4.4	L.4.3b	

R	L	W
RL.4.1	L.4.1a	W.4.1
RL.4.2	L.4.1d	W.4.1a
RL.4.3	L.4.1e	W.4.1b
RL.4.4	L.4.2a	W.4.1c
RL.4.5	L.4.2b	W.4.1d
RL.4.6	L.4.2c	W.4.2a
RL.4.7	L.4.2d	W.4.2b
RL.4.8	L.4.3a	W.4.2c
RL.4.9	L.4.3b	W.4.2d
RL.4.10	L.4.4a	W.4.2e
RI.4.1	L.4.4b	

R	L	W
RL.4.10	L.4.1a	W.4.1
RI.4.10	L.4.1g	W.4.1a
RF.4.3a	L.4.2a	W.4.1b
RF.4.4	L.4.2b	W.4.1c
RF.4.4a	L.4.2d	W.4.1d
RF.4.4b	L.4.3a	W.4.4
RF.4.4c	L.4.3b	
	L.4.4a	
	L.4.4b	
	L.4.4c	
	L.4.5c	
	L.4.5c	

J. L. Wahl

Fourth Grade Literacy Curriculum Map with Standards

R	L	W
RI.4.7 RI.4.8 RI.4.10 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.6	

R	L	W
RI.4.3 RI.4.4 RI.4.7 RI.4.8 RI.4.10 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	L.4.5 L.4.5a L.4.5b L.4.5c L.4.6.4. SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	W.4.9 W.4.9. W.4.10

R	L	W
RI.4.6 RI.4.7 RI.4.8 RI.4.9 RI.4.10 RF.4.4 RF.4.4a RF.4.4b	L.4.2d L.4.3 L.4.3a L.4.3b L.4.3c L.4.4 L.4.4a L.4.4b L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c L.4.6 SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d	W.4.10

R	L	W
RI.4.5 RI.4.7 RI.4.9 RI.4.10 RF.4.4 RF.4.4a RF.4.4b RF.4.4c	L.4.3c L.4.4 L.4.4a L.4.4b L.4.4c L.4.5 L.4.5a L.4.5b L.4.6 SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5	W.4.10

R	L	W
RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.8 RI.4.9 RI.4.10 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	L.4.4a L.4.4b L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c L.4.6 SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.6 W.4.7 W.4.8 W.4.9 W.4.9a W4.9b W.4.10

R	L	W
	L.4.6 SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4	

J. A. Wahl

Fourth Grade Literacy Curriculum Map with Standards

		R L SL..4 .2 SL.4. 3 SL.4. 4 SL.4. 5 SL.4. 6 W			

J.F. Wahl

Fourth Grade Mathematics Curriculum Map with Standards

UNIT 1 Sep 3-Nov 5	UNIT 2 Nov 5- Nov 17	UNIT 3 Nov 18-Dec 5	UNIT 4 Dec 6-Jan 17	UNIT 5 Jan 21-Feb 19
Place value, compare whole numbers, rounding, subtraction	Multiplication (comparison), multiplication & division word problems, multiples, factors, number and shape patterns, multi-step problems,	Multiply, convert measurement, divide three-digits, divide four digits, perimeter, area	Equivalent fractions, compare fractions, add & subtract fractions, add & subtract mixed numbers, Line Plots, multiply fractions by whole numbers, fractions as tenths & hundredths, relate fractions & decimals, time, money, length, liquid volume, mass and weight	Points, lines, rays, angles, add & subtract with angles, classify 2-D figures, symmetry, classify shapes and angles
4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4	4.OA.A.1 4.OA.A.2 4.OA.B.4 4.OA.C.5 4.OA.A.3	4.NBT.B.5 4.MD.A.1 4.NBT.B.6 4.MD.A.3	4.NF.A.1 4.NF.A.2 4.NF.B.3 4.NF.B.3a 4.NF.B.3b 4.NF.B.3d 4.NF.B.3c 4.MD.B.4 4.NF.B.4a 4.NF.B.4b 4.NF.B.4c 4.NF.C.5 4.NF.C.6 4.NF.C.7 4.MD.A.2	4.G.A.1 4.MD.C.5 4.MD.C.5a 4.MD.C.5b 4. MD.C.6 4.MD.C.7 4.G.A.2 4.G.A.3

J. L. Wahl

Fifth Grade Literacy Curriculum Map with Standards

UNIT 1 Sep 3-Sep 30	UNIT 2 Oct 1- Oct 29	UNIT 3 Oct 30-Dec 5	UNIT 4 Dec 6-Jan 17	UNIT 5 Jan 21-Feb 19	UNIT 6 Feb 20-Mar 25
R E A D I N G					
Story Structure Theme Compare and Contrast Sequence of Events	Cause and Effect Understanding Characters Author's Purpose Conclusion and Generalization Main Ideas and Details	Cause and Effect Fact and Opinion Conclusion and Generalization Sequence of Events Compare and Contrast	Author's Purpose Story Structure Fact and Opinion Author's Purpose Story Structure	Sequence of events Theme Text and Graphic features Cause and Effect Main Ideas and Details	Text and Graphic features Theme Fact and Opinion Conclusions and Generalization Main Ideas and Details
L A N G U A G E A R T S					
Complete Sentences, kinds of sentences, compound sentences, common and proper nouns, singular and plural nouns	Verbs, direct and indirect objects, conjunctions, complex sentences, direct quotations and interjections	Subject and object pronouns, verb tenses, regular and irregular verbs, commas and semicolons, transitions	adjectives, adverbs, prepositions and prepositional phrases, more kinds of pronouns, proper mechanics and writing titles	Verbs be and have, perfect tenses, easily confused verbs, making comparisons, contractions	Possessive nouns, titles and abbreviations, commas in sentences, more commas, other punctuation
W R I T I N G					

J. . . Wahl

Fifth Grade Literacy Curriculum Map with Standards

Short story, description, dialogue, draft, revise, edit, publish: fictional narrative	procedural composition, compare-contrast essay, cause-and-effect essay, prewrite research report, revise research report	Opinion essay, problem-solution composition, persuasive letter, prewrite persuasive essay, revise persuasive essay	friendly letter, character description, autobiography, prewrite personal narrative, revise personal narrative	Editorial, response to literature, persuasive argument, pre-written response essay, revise response essay	informative writing: definition paragraph with focus on elaboration; journal entry with focus on purpose; summary with focus on evidence; prewrite an informational essay with focus on organization; draft and revise an informational essay with focus on elaboration

J. . . Wahl

Fifth Grade Literacy Curriculum Map with Standards

R	L	W
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RI.5.7 RI.5.9 RI.5.10 RF.5.3a RF.5.4a RF.5.4b RF.5.4c	L.5.2e L.5.3b L.5.4a L.5.4b L.5.5a L.5.5b L.5.6	W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.4 W.5.5 W.5.6 W.5.7 W.5.9a W.5.10

R	L	W
RL.5.1 RL.5.3 RL.5.4 RL.5.5 RL.5.10 RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.7 RI.5.8 RI.5.9 RF.5.3a RF.5.4a RF.5.4b	L.5.1a L.5.1c L.5.1eL.5.2e L.5.3a L.5.3b L.5.4b L.5.4cL.5.5a L.5.5b L.5.5cL.5.6	W.5.1b W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.4 W.5.6 W.5.7 W.5.8W.5.9a W.5.9b W.5.10

R	L	W
RL.5.1 RL.5.2 RL.5.4 RL.5. RL.5.6 RL.5.7 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.9 RF.5.3a RF.5.4a RF.5.4b RF.5.4c	L.5.1a L.5.1b L.5.1c L.5.1d L.5.1e L.5.2a L.5.2b L.5.2c L.5.2d L.5.2e L.5.3a L.5.3b L.5.4a L.5.4b L.5.4c L.5.5a L.5.5b L.5.5c L.5.6	W.5.1a W.5.1b W.5.1c W.5.1d W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9a W.5.9b W.5.10

R	L	W
RL.5.1 RL.5.3 RL.5.4 RL.5.6 RL.5.7 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.6 RI.5.7 RI.5.9 RF.5.3a RF.5.4a RF.5.4b RF.5.4c	L.5.1b L.5.2a L.5.2b L.5.2c L.5.2d L.5.4a L.5.4c L.5.5a L.5.5b L.5.5c L.5.6	W.5.1a W.5.1bW.5.1cW.5.1dW.5.2dW.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.10

R	L	W
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.0 RI.5.10 RF.5.3a RF.5.4a RF.5.4 RF.5.4c	L.5.1b L.5.1d L.52a L.5.2b L.5.2c L.5.2d L.5.2e L.5.3aL.5.4a L.5.4b L.5.4c L.5.5a L.5.5b L.5.5c L.5.6	W.5.1a W.5.1b W.5.1c W.5.1d W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.10

J. L. Wahl

Fifth Grade Mathematics Curriculum Map with Standards

UNIT 1 Sep 3-Sep 30	UNIT 2 Oct 1- Oct 29	UNIT 3 Oct 30-Dec 5	UNIT 4 Dec 6-Jan 17	UNIT 5 Jan 21-Feb 19
Multiplying by 10 to understand multiplying and dividing by powers of 10.	Finding the area of rectangle as the first step in calculating the volume of rectangular prisms.	Multiply whole numbers to help multiply decimals and fraction.	Convert from smaller to larger units of measurement within the same measurement system.	Graphing symbols such as braces, brackets, and parentheses, show the order in which parts of an expression should be evaluated.
5.NBT.A.1 5.NBT.A.2 5. NBT.A.3a 5. NBT. A. 3b, 5.NBT.A.4 5.NBT.B.7 5.NF.A.1 5.NF.A.2 5. NBT.B.7	5.MD.C.3a 5.MD.C.3b 5.MD.C.4 5.MD.C.5a 5.MD.C.5b 5.MD.C.5c 5.NBT.B.5 5. NBT. B.6	5.NBT.B.7 5.NF.B.3 5.NF.B.4a 5.NF.B.4b 5.NF.B.5a 5.NF.b.5b 5.NF.B.6 5.NF.B.7a 5.NF.B.7b 5.NF.B.7c	5.MD.A.1 5.MD.B.2 5.G.B.3 5.G.B.4	5.OA.A.1 (S/A) 5.OA.A.2(S/A) 5.OA.B.3(S/A) 5.G.A.1 (S/A) 5.G.A.2 (S/A)

J.F. Wanl

Sixth Grade Literacy Curriculum Map with Standards

UNIT 1 Sep. 3 - Oct 4	UNIT 2 Oct 7- Nov 8	UNIT 3 Nov 11- Dec 20	UNIT 4 Jan 7 - Feb 7	UNIT 5 Feb 10 - Mar 13	UNIT 6 Mar 23 - Apr 17
R E A D I N G					
Understanding Characters Author's Purpose Sequence of Events Story Structure Fact and Opinion	Theme Text and Graphic Features Conclusions and Generalizations Cause and Effect Compare and Contrast	Sequence of Events Story Structure Main Idea and Details Theme Text and Graphic Features	Compare and Contrast Fact and Opinion Story Structure Cause and Effect Main Idea and Details	Compare and Contrast Conclusions and Generalizations Cause and Effect Author's Purpose Sequence of Events	Main Ideas and Details Conclusions/ Generalization Understanding Characters Persuasion Text and Graphic Features
L A N G U A G E A R T S					
Complete sentences; kinds of sentences; subjects and predicates; common and proper nouns; singular, plural, and possessive nouns	Kinds of Verbs; Verbs and Objects; Coordinating Conjunctions; Subordinating Conjunctions; Longer Sentences	Subject and object pronouns; possessive pronouns; simple and perfect verb tenses; subject-verb agreement; regular and irregular verbs	Principal parts of verbs; demonstrative, indefinite, interrogative, and reflexive pronouns; adjectives and adverbs; prepositions and prepositional phrases; adjectives and adverb phrases	Progressive forms of verbs, punctuation and quotations; contractions; comparative and superlative adjectives and adverbs; interjections, proper nouns and adjectives, mechanics	Progressive forms of verbs, punctuation and quotations; contractions; comparative and superlative adjectives and adverbs; interjections, proper nouns and adjectives, mechanics

J.F. Wanl

Sixth Grade Literacy Curriculum Map with Standards

W R I T I N G					
Narrative/development /paragraph; narrative/elaboration/ essay; narrative/elaboration/ story scene; narrative/organization/ prewrite: fictional narrative; narrative/elaboration/ draft, revise, edit, and publish fictional narrative	Argument/ elaboration/ response paragraph; argument/ organization/ argument paragraph; argument/evidence/ book review; argument/evidence/ prewrite: plan an argument; argument/ conventions/ draft, revise, edit, and publish: argument	Informative/ organization/ procedural essay; informative/ elaboration/ classification essay; informative/organization/definition essay; informative/purpose/ prewrite: informational essay; informative/elaboration/draft, revise, and publish: informational essay	Informative/ elaboration/ compare-contrast essay; informative/ organization/ problem-solution; informative/ organization/cause -effect essay; informative/organization/prewrite: research report; informative/ evidence/draft, revise, edit, publish: research report	Argument/elaboration/ opinion essay; argument/elaboration/ problem-solution essay; argument/purpose/ persuasive letter; argument/evidence/ prewrite: argument; argument/elaboration/ draft, revise, edit, publish an argument	Argument/elaboration/ opinion essay; argument/elaboration/ problem-solution essay; argument/purpose/ persuasive letter; argument/evidence/ prewrite: argument; argument/elaboration/ draft, revise, edit, publish an argument

J.F. Wanl

Sixth Grade Literacy Curriculum Map with Standards

R	L	W
RL.6.1 RL.6.3 RL6.5 RL6.7 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9	L6.1a L.6.2a L.6.2b L.6.3a L.6.3b L.6.4aL.6.4b L.6.4c L.6.4d L.6.6	W.6.3a W.6.3b W.6.3c W.6.3d W.6.3e W.6.4 W.6.5 W.6.6 W.6.7 W.6.10

R	L	W
RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL6.5 RL6.6 RL6.7 RL6.9 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5	L6.1a L6.1b L.6.2a L.6.2b L.6.3a L.6.4a L.6.4b L.6.4c L.6.4d L.6.5a.L6.5b L.6.5c L.6.6	W.6.1a W.6.1b W.6.1c W.6.1d W.6.1e W.6.2a W.6.2b W.6.2c W.6.2d W.6.2e W.6.2f W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9a W.6.10

R	L	W
RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL6.5 RL6.6 RL6.7 RL6.9 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9 RI.6.10	L.6.1a L6.1b L6.1c L6.1d L6.1e L.6.2a L.6.2b L.6.3a L.6.3b L.6.4aL.6.4b L.6.4c L.6.4d L.6.5a L.6.5b L.	W.6.2a W.6.2b W.6.2c W.6.2d W.6.2e W.6.2f W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9a W.6.10

R	L	W
RL.6.1 RL.6.3 RL6.5 RL6.7 RL6.9 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9 RI.6.10	L.6.1a L6.1b L6.1c L6.1d L6.1e L.6.2a L.6.2b L.6.3a L.6.3b L.6.4aL.6.4b L.6.4c L.6.4d L.6.5a L.6.5b L.6.5c	W.6.2a W.6.2b W.6.2c W.6.2d W.6.2e W.6.2f W.6.4W.6.5 W.6.6 W.6.7 W.6.8 W.6.9a W.6.9b

R	L	W
RL.6.1 RL.6.3 RL.6.4 RL6.5 RL6.6 RL6.7 RL6.9 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9 RI.6.10	L.6.1a L6.1b L6.1c L6.1d L6.1e L.6.2a L.6.2b L.6.3a L.6.3b L.6.4a L.6.4b L.6.4c L.6.4d L.6.5a L.6.5b L.6.5c	W.6.1a W.6.1b W.6.1c W.6.1d W.6.1e W.6.2b W.6.2c W.6.2d W.6.3a W.6.3b W.6.4 W.6.5 W.6.6 W.6.9a W.6.10

R	L	W
RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.8 RL.6.9 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9 RI.6.10	L.6.2a L.6.2b L.6.3a L.6.3b L.6.4a L.6.4b L.6.4c L.6.4d L.6.5a L.6.5b L.6.6	W.6.1a W.6.1b W.6.1c W.6.1d W.6.1e W.6.2b W.6.2c W.6.2d W.6.2e W.6.3a W.6.3b W.6.3c W.6.3d W.6.3e W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9a W.6.9b W.6.10

J. F. Wahl

Sixth Grade Mathematics Curriculum Map with Standards

UNIT 1 Nov 6 - Dec 17	UNIT 2 Sep 3 - Nov 5	UNIT 3 Dec 18 - Feb 18	UNIT 4 Feb 19 - Mar 24	UNIT 5 Mar 25 - Apr 21
Ratios; Understand Unit Rate; Equivalent Ratios; Solve Problems with Unit Rate and Percent	Division with Fractions and Multi-Digit Numbers; Add and Subtract Decimals; Multiply and Divide Decimals; Factors and Multiples; Positive and Negative Numbers; Absolute Value; Coordinate Plane	Numerical Expressions with Exponents; Algebraic Expressions; Equivalent Expressions; Understand Solutions to Equations; Solve Equations and Inequalities; Dependent and Independent Variables	Area of Polygons; Polygons in Coordinate Plane; Nets and Surface Area; Volume	Understand Statistical Questions; Measures of Center and Variability; Display Data on Dot Plots, Histograms, and Box Plots; Analyze Numerical Data
6.RP.A.1 6.RP.A.2 6.RP.A.3a 6.RP.A.3b 6.RP.A.3d 6.RP.A.3c	6.NS.A.1 6.NS.B.2 6.NS.B.3 6.NS.B.4 6.NS.C.5 6.NS.C.6a 6.NS.C.6c 6.NS.C.7a 6.NS.C.7b 6.NS.C.7c 6.NS.C.7d 6.NS.C.6b 6.NS.C.8	6.EE.A.1 6.EE.A.2a 6.EE.A.2b 6.EE.A.2c 6.EE.A.3 6.EE.A.4 6.EE.B.5 6.EE.B.6 6.EE.B.7 6.EE.B.8 6.EE.C.9	6.G.A.1 6.G.A.3 6.G.A.4 6.G.A.2	6.SP.A.1 6.SP.A.2 6.SP.A.3 6.SP.B.4 6.SP.B.5a 6.SP.B.5c 6.SP.B.5d